

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report (APR)/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document. Progress and slippage in meeting the targets in the SPP are discussed in detail in each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). This year per OSEP, RIDE will publicly report on Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, and 14. This, per OSEP, will occur no later than June 2, 2010. The link to access Rhode Island's public reporting information which details the performance of each LEA on the targets in the SPP is:

https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/ .

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.

Measurement:

A. AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = [(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

Targets and Actual Target Data for FFY 2008:

Actual Target Data for FFY 2008 (2008-2009)	Districts Meeting AYP for Disability Subgroup (3A)		67%
	Participation for Students with IEPs (3B)		100%
	Proficiency for Students with IEPs (3C)		
	Mathematics		Reading
	Grade 3	33% proficient or above	36% proficient or above
	Grade 4	29% proficient or above	30% proficient or above
	Grade 5	27% proficient or above	29% proficient or above
	Grade 6	20% proficient or above	24% proficient or above
	Grade 7	18% proficient or above	23% proficient or above
	Grade 8	19% proficient or above	26% proficient or above
	Grade 11	17% proficient or above	25% proficient or above

3.A - Actual AYP Target Data for FFY 2008:

Districts with a disability subgroup that meet the State's minimum "n" size AND met the State's AYP target for the disability subgroup.

Districts meeting AYP for Students with Disabilities	English Language Arts & Mathematics
FFY 2008 (2008-2009)	28 out of 36 districts 78%

3B – Actual Participation Target Data for FFY 2008:

Statewide Assessment 2008-2009	Math Assessment (Participation)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11		
								#	%
a) Children with IEPs	1704	1748	1952	2039	2085	2178	1816	13522	
b) IEPs in regular assessment with no accommodations (%)	760 44.6%	660 37.8%	654 33.5%	633 31.0%	677 32.5%	841 38.6%	949 52.3%	5174	38.3%
c) IEPs in regular assessment with accommodations (%)	837 49.1%	967 55.3%	1203 61.6%	1303 63.9%	1287 61.7%	1185 54.4%	653 36.0%	7435	55.0%
d) IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e) IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
e) IEPs in alternate assessment against alternate standards (%)	67 3.9%	66 3.8%	61 3.1%	67 3.3%	74 3.5%	72 3.3%	54 3.0%	461	3.4%
Overall (b+c+d+e+f)	1664 97.7%	1693 96.9%	1918 98.3%	2003 98.2%	2038 97.7%	2098 96.3%	1656 91.2%	13070	96.7%
Below are included in (a) but not included in b, c, d, e, or f									
Exemptions	2	3	3	6	1	5	56	76	0.6%
Invalid Results	13	31	16	16	24	28	19	147	1.1%
Not Tested Other	25	21	15	14	22	47	85	229	1.7%

Statewide Assessment 2008-2009	Reading (Participation)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11		
								#	%
a) Children with IEPs	1705	1749	1954	2041	2084	2182	1819	13534	
b) IEPs in regular assessment with no accommodations (%)	769 45.1%	664 38.0%	611 31.3%	630 30.9%	676 32.4%	714 32.7%	834 45.8%	4898	36.2%

c) IEPs in regular assessment with accommodations (%)	829 48.6%	968 55.3%	1246 63.8%	1309 64.1%	1287 61.8%	1309 60.0%	766 42.1%	7714	57.0%
d) IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e) IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
f) IEPs in alternate assessment against alternate standards (%)	63 3.7%	71 4.1%	59 3.0%	74 3.6%	75 3.6%	66 3.0%	53 2.9%	461	3.4%
Overall (b+c+d+e+f)	1661 97.4%	1703 97.4%	1916 98.1%	2013 98.6%	2038 97.8%	2089 95.7%	1653 90.9%	13073	96.6%
Children included in a but not included in the other counts above									
Exemptions	4	3	4	5	2	6	56	80	0.6%
Invalid Results	17	25	8	9	23	18	18	118	0.9%
Not tested other	23	18	26	14	21	69	92	263	1.9%

3.C – Actual Performance Target Data for FFY 2008

Statewide Assessment 2008-2009 % Proficient	Math Assessment (Performance = Proficient or better)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	#	%
a) Children with IEPs	1624	1647	1848	1920	1957	2056	1706	12758	
b) IEPs in regular assessment with no accommodations (%)	331 20.4%	278 16.9%	225 12.2%	147 7.7%	138 7.1%	167 8.1%	51 3.0%	1337	10.5%
c) IEPs in regular assessment with accommodations (%)	191 11.8%	216 13.1%	271 14.7%	220 11.5%	145 7.4%	130 6.3%	25 1.5%	1198	9.4%
d) IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e) IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
f) IEPs in alternate assessment against alternate standards (%)	25 1.5%	33 2.0%	30 1.6%	23 1.2%	27 1.4%	25 1.2%	24 1.4%	187	1.5%
Overall (b+c+d+e+f) Proficient	547 33.7%	527 32.0%	526 28.5%	390 20.3%	310 15.8%	322 15.7%	100 5.9%	2722	21.3%

Statewide Assessment 2008-2009 % Proficient	Reading (Performance = Proficient or better)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11		
	#	%							
a) Children with IEPs	1627	1649	1849	1860	1957	2060	1709	12711	
b) IEPs in regular assessment with no accommodations (%)	391 24.0%	287 17.4%	192 10.4%	220 11.8%	271 13.8%	152 7.4%	189 11.1%	1702	13.4%
c) IEPs in regular assessment with accommodations (%)	191 11.7%	229 13.9%	227 12.3%	298 16.0%	314 16.0%	194 9.4%	131 7.7%	1584	12.5%
d) IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e) IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
f) IEPs in alternate assessment against alternate standards (%)	32 2.0%	37 2.2%	33 1.8%	30 1.6%	32 1.6%	33 1.6%	24 1.4%	221	1.7%
Overall (b+c+d+e+f) Proficient	614 37.7%	553 33.5%	452 24.4%	548 29.5%	617 31.5%	379 18.4%	344 20.1%	3507	27.6%

2008 (2008-2009)	AYP			67%	Met Target
	Participation			100%	Did not meet target
	Proficiency				
		Mathematics		Reading	
	Grade 3	33% proficient or above	Met target	36% proficient or above	Met target
	Grade 4	29% proficient or above	Met target	30% proficient or above	Met target
	Grade 5	27% proficient or above	Met target	29% proficient or above	Did not meet target
	Grade 6	20% proficient or above	Met target	24% proficient or above	Met target
	Grade 7	18% proficient or above	Did not meet target	23% proficient or above	Met target

	Grade 8	19% proficient or above	Did not meet target	26% proficient or above	Did not meet target
	Grade 11	5% proficient or above	Met target	16% proficient or above	Met target

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

During the 2008-2009 academic year, Rhode Island students participated in the New England Common Assessment Program (NECAP). Students were assessed in reading and mathematics in grades 3 through 8 and 11, as well as writing at grades 5, and 8, and 11. Since the NECAP is a fall test it assesses the prior years learning. Students with significant cognitive disabilities who met the state's alternate assessment criteria were assessed using the Rhode Island Alternate Assessment. The Rhode Island Alternate Assessment is a yearlong assessment. In order to assess student learning over the same academic year as the NECAP, students are assessed using the alternate assessment in grades 2-8 and 10 in Reading and Mathematics and grades 4, 7, and 10 in writing. Rhode Island allows for two types of exemptions from the State Assessment Program. One is a medical exemption granted by the state. The second is an English Language Learner (ELL) exemption in the content area of ELA only for student who have been in the United States for less than one year. The ELL exemption is in compliance with Federal Law.

During the 2008-2009 school year, twenty eight of Rhode Island's 36 districts (78%) met the states AYP objectives for progress for disability subgroup exceeding its target of 67% of districts making AYP. Districts not making AYP received classifications according to the state accountability and classification process. These classifications require different levels of intervention depending on the number of years in which they have not met AYP requirements.

Rhode Island did not meet its target of 100% participation for children with IEPs on the state assessment. The participation rate was 96.7% in Reading was and 96.6% in Mathematics. In analyzing Rhode Island's state assessment proficiency results, Rhode Island demonstrated improvement has met most of its grade specific targets. In Mathematics, Rhode Island met or exceeded five of seven of its grade specific targets for proficiency rate. In Reading, Rhode Island met or exceeded its targets for proficiency rate for five of seven grade specific targets. Although not all targets were met, more targets were met for FFY 2008 than FFY2007. Progress in proficiency rates may be attributed to a variety of factors including teacher professional development in differentiated instruction and instruction for teachers of students eligible for the RIAA, better alignment of instruction with state standards, high school reform efforts, changes in curriculum, and inclusion.

Public Reporting Information:

Assessment data is reported to the public at the state and district level disaggregated by content area, assessment and population subgroup (African American, Asian, Hispanic, Native American, White, Male, Female, Students living in Poverty, English-language Learners, Students with Disabilities, and Migrant students). This data is reported through the state Information Works website and publication (<http://www.infoworks.ride.uri.edu/2009/default.asp>), and the NECAP reporting website (<http://reporting.measuredprogress.org/NECAPpublicRI/>). Assessment results are not reported for groups fewer that ten students.

Revisions, with Justification, to Improvement Activities / Targets / Timelines / Resources for FFY 2009 (if applicable):

Improvement Activity	Timelines	Resources
<p><u>State Assessment Program:</u> NECAP will be administered grades 3-8 and 11 during the 2009-2010 academic year.</p> <p>Rhode Island will continue to implement Rhode Island Alternate Assessment including grades 2-8 and 10. The new Rhode Island alternate assessment system (RIAA) is based on Alternate Assessment Grade Span Expectations (AAGSE) that are derived and expanded from the NECAP Grade Level Expectations (GLE). RIAA training for teachers will continue to have a focus on improving instruction for students who are eligible for the RIAA.</p>	Academic year 2009-2010	RI Department of Education, Office for Diverse Learners and Office of Assessment and Accountability personnel
<p>Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. The SSS visits will continue to examine LEAs' state assessment records for participation rates and student performance; work with LEAs to analyze problematic areas and their contributing factors; and revise policies, procedures and practices to ensure access to the general curriculum, full participation in and high performance of students with disabilities on state assessment.</p>	Ongoing to the year 2011	<p>RI Department of Education, Office of Special Populations personnel</p> <p>RI Technical Assistance Project personnel</p> <p>RI Department of Education, Office of Assessment and Accountability personnel</p>
<p>Our professional development programs continue to provide opportunities for general and special educators to increase their capacity to provide differentiation of instruction and other support for diverse learning needs, social-emotional supports, access to the general curriculum, etc.</p>	Ongoing through 2009-2010 academic year	RI Department of Education Office for Diverse Learners personnel
<p><u>Promoting Service in the Least Restrictive Environment for Students with Disabilities that Significantly Affect Functioning:</u></p> <p>We continue to support professional development and demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment, including general education settings as much as possible. We partner with our University Center on Disabilities (The Sherlock Center) on efforts to promote inclusive provision of services for all students, including those with developmental and other significant disabilities.</p>	Ongoing through 2009-2010 academic year	<p>RI Department of Education Office for Diverse Learners personnel</p> <p>University Center on Disabilities (The Sherlock Center)</p>

<u>Mathematics and Science Alignment:</u> Districts are provided with technical assistance (knowledge and tools) to align their district curriculum with the state standards and to improve mathematics and science instruction.	2009-2010 academic year	The Charles A. Dana Center RI Department of Education, Office for Assessment Accountability and Instruction.